ON05677

The Middlesex County
Board of Education

DIRECTIONS

LONG RANGE PLAN

1989 - 92

"Today's child, tomorrow's future"

92-06946/

The Middlesex County
Board of Education

Background Information

"Today's child, tomorrow's future"

INTRODUCTION - LONG RANGE PLANNING

Planning is necessary for the effective management of any organization. It is one component of the cyclic process of management, a process which includes planning, selecting strategies, carrying out work, and reviewing.

Planning in our system is carried out at the system and school levels. The objectives established at the system level apply to the system as a whole and are the basis for the principals' school objectives. Because the refinement of the planning process is being made at the system level at this time, the following comments are confined to a description of planning at this level only. Nevertheless, the chart that is provided contains a brief description of planning at the school level so that a comparison between planning at the two levels can be made.

The introduction of a system long range plan will refine the present planning process and will assist in

* managing the rapid change taking place;
* helping staff members with their respective planning;
* ensuring that important initiatives are addressed in a systematic and thorough manner; and
* communicating the long range intentions of the senior administration and trustees.

SYSTEM PLANNING PROCESS

The Ministry of Education establishes the goals of education, and boards of education prepare plans to fulfill the intent of these goals.

In the past ten years in Middlesex County, planning at the system level has involved the setting of aims and the annual formulation of system objectives and emphases. To provide continuity, these objectives and emphases have been based primarily on the priorities set through a review of the work carried out in the previous year and on new initiatives. They have traditionally been prepared by the senior administration after receiving input from various groups.

This process will be expanded to include the preparation of a three year long range plan. This plan will be reviewed and revised, where necessary, annually. Each year it will be extended by one year to ensure that new initiatives and emerging realities are addressed. Rapid change makes long range planning difficult and requires that annual adjustments be made to the plan.

The Middlesex County Board of Education

TYPE AND NATURE OF PLANNING

LEVEL	FORM	NATURE
System	Long Range Plan	- completed each year by the senior administration with input from staff, trustees, and parents - contains objectives for the current year and the subsequent two years - objectives based on the review of work from the previous year and on the priorities resulting from new initiatives - organized according to system, program, business, and personnel and operations
	System Objectives and Emphases	- completed each year by the senior administration with input from staff, trustees and parents - contains objectives and emphases for the current year - objectives and emphases based on the review of work related to the objectives and emphases for the previous year, on objectives contained in the long range plan, and on priorities resulting from new initiatives - organized according to general, program, business, and personnel and operations
School	Yearly Objectives	- completed each year by the principal with input from superintendents, staff in the school, and parents - contains objectives for the current year - objectives based on the review of work related to the objectives from the previous year, on the system objectives and emphases for the current year, and on specific needs identified for the specific school - organization varies from school to school

The Middlesex County
Board of Education

System

Plan

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ACTION	RESPONSIBILITY	TIMELINES		
1.1 Refine the Process of Long Term Planning		1989-90	1990-91	1991-92
1.1.1 Draft document prepared	EDA	Sept/89		
1.1.2 Review input	EXCO	Oct/Nov/89		
1.1.3 Finalize plan	EXCO/BD	Dec/89		
1.1.4 Monitor progress	SO's	Jun/90	Jun/91	Jun/92
1.1.5 Review & revise for next year	EXCO/BD	Aug/90	Aug/91	Aug/92
1.2 Study Re-establishment of Futures Committee				
1.2.1 Convene meetings	EDA	Sept/89		
1.2.2 Review input	EXCO	Dec/89		
1.2.3 Establish policies as required	EXCO/BD		Feb/90	
1.2.4 Relate to Long Term Plan	EXCO		Aug/90	
1.2.5 Insert in plan	EXCO		Aug/90	
1.2.6 Monitor progress	EXCO/BD		Jun/91	Jun/92
1.2.7 Revise for next year	EXCO		Aug/91	Aug/92
1.2.8 Monitor progress	EXCO/BD			Jun/92
1.3 Implement Freedom of Information Act				
1.3.1 Establish compliance procedures and responsibilities	EDA		Jun/90	
1.3.2 Confirm exemptions access and appeal requirements	EDA		Jun/90	
1.3.3 Communicate internally on procedures, delegation of responsibility, exemptions, access and appeals	EXCO	Dec/89		
1.3.4 Implement Act	STAFF		Jan/91	
1.3.5 Monitor developments & revise procedures	EXCO/BD		Jun/91	Jun/92
1.4 Establish Appropriate Opening Exercise Programs				
1.4.1 Monitor draft Ministry Documents and Network Actions	CTE/BD	Dec/89		
1.4.2 Re-convene meetings of the Board Committee	EDA		Jan/90	
1.4.3 Review Committee recommendations	CTE/BD/EXCO	Ongoing		
1.4.4 Confirm status of network actions	CTE/BD	Ongoing		
1.4.5 Act on Recommendations	BD		Jun/90	
1.4.6 Monitor opening exercises	EXCO		Jun/91	Jun/92
1.5 Investigate Education Centre Space Requirements				
1.5.1 Project long range staff requirements	EXCO	Nov/89		
1.5.2 Report to the Business Committee	WNA	Dec/89		
1.5.3 Review the need to conduct a space feasibility study	EXCO		Jan/90	
1.5.4 Present reports to the Board for consideration and possible action	EDA		Feb/90	

The Middlesex County
Board of Education

Program

Plan

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PROGRAM

ACTION	RESPONSIBILITY	TIMELINES		
1.1 Active Learning and Integration		1989-90	1990-91	1991-92
1.1.1 Implement teaching practices related to active learning and integration	JTM/EMC/NMC/JMc	Sept/89	Sept/90	Sept/91
1.2 Adult and Continuing Education				
1.2.1 Implement ESL, Literacy/Numeracy programs in Parkhill	TRW/LGT	Sept/89		
1.2.2 Implement ESL, credit programs in Parkhill	TRW/LGT		Sept/90	
1.2.3 Implement Literacy/Numeracy programs at Medway High School	TRW/LGT		Sept/90	
1.2.4 Implement ESL and credit programs at Medway High School	TRW/LGT			Sept/91
1.3 Business Studies Plan				
1.3.1 Implement Year I of the Business Studies Plan at N.M.D.H.S. (.5 lab), Glencoe (.5 lab), and Dorchester (1.0 lab)	DSD	Sept/89		
1.3.2 Implement Year II of the Business Studies Plan at Medway High School (1.0 lab) and at S.D.C.I. (1.0 lab)	DSD		Sept/90	
1.3.3 Implement Year III of the Business Studies Plan at N.M.D.H.S. (.5 lab), Glencoe (.5 lab), and Medway High School (1.0 lab)	DSD			Sept/91
1.4 Co-Operative Education Consolidation				
1.4.1 Adjust and refine policies concerning Ministry Co-operative Education document implementation	DSD/LGT	Sept/89		
1.4.2 Initiate grade 8/9 job shadowing program	DSD/LGT		Sept/90	
1.4.3 Survey former co-op students to determine the effect that co-op had on career plans	DSD/LGT	Sept/89		
1.4.4 Contine to install co-operative education computer systems in secondary schools	DSD/LGT		Sept/90	
1.4.5 Implement computer systems in remaining secondary schools	DSD/LGT			Sept/91
1.4.6 Investigate grade 10 one week work experience programs for possible incorporation	DSD/LGT			Sept/91
1.5 Computer Implementation Plan				
1.5.1 Implement Year IV of the Computer Implementation Plan	TRW/DSD/WKS	Sept/89		
1.5.2 Implement Year V of the Computer Implementation Plan	TRW/DSD/WKS		Sept/90	
1.5.3 Prepare proposals for the consideration of the Board regarding the maintenance of and possible continuation of the Computer Implementation Plan	TRW/DSD/WKS			Sept/91

PROGRAM

ACTION		RESPONSIBILITY	TIMELINES		
1.6	**Evaluation of Student Achievement**		1989-90	1990-91	1991-92
1.6.1	Establish strategies to address difficulties identified in the 1988-89 survey regarding the use of Primary, Junior and Intermediate Report Cards	TRW/JTM/DSD	Sept/89		
1.6.2	Provide in-service, where necessary and appropriate on the use of the Primary, Junior and Intermediate Report Cards	TRW/JTM/DSD	Sept/89		
1.6.3	Conduct a review of the practices of evaluating student achievement at the elementary and secondary levels	TRW/JTM/DSD		Sept/90	
1.6.4	Revise, if necessary, the Primary, Junior and Intermediate Report Cards	TRW/JTM/DSD		Sept/90	
1.6.5	Develop and carry out strategies for meeting the recommendations contained in the review conducted the previous year	TRW/JTM/DSD			Sept/91
1.7	**Evaluation-Special Education**				
1.7.1	Review and revise, if necessary, the Special Education Report Cards and Communication Reports	DSD/JTM/LRS	Sept/89		
1.7.2	Monitor use of revised Special Education Report Cards and Communication Reports	DSD/JTM/LRS		Sept/90	
1.8	**French - Core**				
1.8.1	Revise the grade 7 Core French Program according to the recommendations of the Ministry Review	DSD/BAM	Sept/89		
1.8.2	Revise the grade 8 Core French Program with special emphasis on the elementary writing program	DSD/BAM		Sept/90	
1.8.3	Revise the grade 9 secondary school program	DSD/BAM			Sept/91
1.8.4	Continue the refinements to the elementary French writing program	DSD/BAM			Sept/91
1.9	**French Immersion**				
1.9.1	Implement the grade 2 French Immersion Program (Colborne, Lucan, McEachren)	DSD/BAM	Sept/89		
1.9.2	Implement the grade 3 French Immersion Program	DSD/BAM		Sept/90	
1.9.3	Develop evaluation of French/English reading programs	DSD/BAM		Sept/90	
1.9.4	Implement the grade 4 French Immersion Program	DSD/BAM			Sept/91
2.0	**Geography**				
2.0.1	Develop and implement courses of study for grades 7-OAC	JTM/JMc	Sept/89	Sept/90	Sept/91
2.1	**History**				
2.1.1	Develop and implement courses of study for grades 7-OAC	JTM/JMc	Sept/89	Sept/90	Sept/91

ACTION	RESPONSIBILITY	TIMELINES		
2.2 Library Automation Plan		1989-90	1990-91	1991-92
2.2.1 Select six school libraries for library automation (S.D.C.I. and McGillivray in 1988)	TRW/WKS/MEC	Sept/89		
2.2.2 Select seven additional libraries for library automation	TRW/WKS/MEC		Sept/90	
2.2.3 Select seven additional libraries for library automation	TRW/WKS/MEC			Sept/91
2.3 Library Renewal Plan				
2.3.1 Draft the Library Renewal Plan for consideration of the Academic Affairs Committee and the Board	TRW/MEC	Sept/89		
2.3.2 Begin implementation of the Library Renewal Plan depending on the decision of the Board	TRW/MEC		Sept/90	
2.4 Languge/English				
2.4.1 Carry out follow-up to the review of student writing at grades 3 and 6	JTM/EMC/NMC	Sept/89	Sept/90	Sept/91
2.4.2 Develop resources for teaching primary-junior language	EMC/NMC	Sept/89	Sept/90	Sept/91
2.4.3 Develop and implement units of study to support the Basic Course of Study for grades 7 and 8	JTM/JMc	Sept/89		
2.4.4 Develop and implement Courses of Study for grades 9-OAC	JTM/JMc	Sept/89	Sept/90	Sept/91
2.4.5 Carry out follow-up to Ministry review of OAC examinations	JTM/JMc	Sept/89	Sept/90	Sept/91
2.5 Mathematics				
2.5.1 Continue the development of a resource book Mathematics	JTM/NMC/EMC	Sept/89		
2.5.2 Provide in-service on the resource book: Mathematics and Active Lerning in Mathematics	NMC/EMC		Sept/90	
2.5.3 Continue the implementation of the Ministry resource document: Geometry 4-6	JTM/EMC/NMC	Sept/89	Sept/90	
2.5.4 Present OAIP Junior Math resource materials to principals	JTM/EMC	Sept/89		
2.5.5 Carry out follow-up to system achievement test administered to grades 4-6	JTM/EMC	Sept/89	Sept/90	Sept/91
2.5.6 Carry out follow-up to Ministry review of junior level	JTM/EMC	Sept/89	Sept/90	Sept/91
2.5.7 Develop and implement units to support the basic course of study for grades 7 and 8	JTM/JMc	Sept/89	Sept/90	Sept/91
2.5.8 Develop and implement courses of study for grades 9-OAC	JTM/JMc	Sept/89	Sept/90	Sept/91
2.5.9 Review teaching practices and student achievement in the primary and junior divisions	TRW/JTM/DSD			Sept/91

PROGRAM

ACTION		RESPONSIBILITY	TIMELINES		
2.6 Music			1989-90	1990-91	1991-92
2.6.1	Integrate additional music activities in the French Immersion Program	DSD/JPB	Sept/89		
2.6.2	Implement music writing materials K-2, music program planning guide for pupils in programs for trainable retarded, and an Evaluation Guide K-8	DSD/JPB	Sept/89		
2.6.3	Continue writing materials to support the grade 3-4 program	DSD/JPB		Sept/90	
2.6.4	Continue writing materials to support the grade 5-6 program	DSD/JPB			Sept/91
2.7 Physical Education					
2.7.1	Implement recommendations from the Superintendents Review	DSD/KAB	Sept/89	Sept/90	Sept/91
2.7.2	Develop plans to implement the new Intermediate/Senior document when received	DSD/KAB		Sept/90	Sept/91
2.7.3	Develop plans to implement the new OAC	DSD/KAB		Sept/90	Sept/91
2.8 Renewal of Education in the Primary Division					
2.8.1	Prepare a plan for the renewal of education in the Primary division for presentation to the Academic Affairs Committee and the Board	TRW/JTM/NMC	Sept/89		
2.8.2	Monitor the Ministry requirements for the implementation of Junior Kindergartens and take action as required	TRW/JTM/NMC	Sept/89		
2.8.3	Implement plans for renewal in the Primary division and for expansion of Junior Kindergartens as approved by the Board	TRW/JTM/NMC		Sept/90	Sept/91
2.9 Science-Primary/Junior					
2.9.1	Complete the writing of the Basic Course of Study, 1-6 and provide in-service to principals and teachers	JTM/NMC/EMC	Sept/89		
2.9.2	Continue the implementation of the Basic Course of Study	JTM		Sept/90	
3.0 Science-Intermediate/Senior					
3.0.1	Implement courses of study for grades 7-OAC	JTM/JMc	Sept/89	Sept/90	Sept/91
3.0.2	Carry out follow-up to Ministry review of senior physics and chemistry	JTM/JMc	Sept/89	Sept/90	Sept/91
3.1 Science Kit Support Program (P/J)					
3.1.1	Continue the purchase of and implementation of the Science Kits	JTM/NMC/EMC	Sept/89	Sept/90	Sept/91
3.2 Science-Safety Project					
3.2.1	Implement Year I of the Science Safety Project	JTM/JGM	Sept/89		
3.2.2	Implement Year II of the Science Safety Project	JTM/JGM		Sept/90	
3.2.3	Implement Year III of the Science Safety Project	JTM/JGM			Sept/91

PROGRAM

ACTION		RESPONSIBILITY	TIMELINES		
3.3 Social Studies Grades 1-6			1989-90	1990-91	1991-92
3.3.1	Develop a Basic Course of Study for the Primary and Junior Divisions along with the implementation plan	JTM/NMC/EMC		Sept/90	
3.3.2	Initiate implementation of the Basic Course of Study and develop support materials	JTM/NMC/EMC			Sept/91
3.4 Special Programs					
3.4.1	Consolidate the special programs within a Decisions For Living format	TRW/KAB	Sept/89		
3.4.2	Develop and begin to implement a Student and School Support Plan	TRW/KAB	Sept/89		
3.4.3	Develop and begin to implement Ministry mandated drug education in-service programs for staff	TRW/KAB	Sept/89		
3.4.4	Continue the implementation of the Support Plan and the Drug In-Service Plan	TRW/KAB		Sept/90	Sept/91
3.5 Special Education					
3.5.1	Implement the Special Eduation Plan	TRW/LRS	Sept/89	Sept/90	Sept/91
3.5.2	Develop the Special Education Plan	LRS	Sept/89	Sept/90	Sept/91
3.5.3	Continue to implement the Decentralization Plan for IPRC's	LRS	Sept/89	Sept/90	Sept/91
3.5.4	Continue to implement the Special Education Withdrawal Project	TRW/DSD/JTM/LRS	Sept/89	Sept/90	Sept/91
3.5.5	Develop guidelines regarding the management of integration of exceptional pupils from self-contained classrooms	LRS	Sept/89		
3.5.6	Implement integration guidelines	DSD/JTM/LRS		Sept/90	
3.5.7	Continue to support the implementation of the School Team Approach document	LRS/FDC/AUS	Sept/89	Sept/90	Sept/91
3.5.8	Continue to develop and implement Course of Study - Programs for Trainable Retarded Pupils	DSD/JTM/LRS	Sept/89	Sept/90	
3.5.9	Implement Individualized Planning and Evaluation Models for pupils in trainable Retarded Programs and exceptional students - Secondary	DSD/JTM/LRS	Sept/89		
3.5.10	Develop and implement a cooperative intervention model - Elementary	LRS		Sept/90	
3.5.11	Develop a cooperative intervention model - Secondary	LRS			Sept/91
3.6 Thinking Skills					
3.6.1	Present the discussion paper to resource staff and department heads and revise and refine following receipt of additional input	TRW/JTM/MAH	Sept/89		
3.6.2	Continue the implementation of the discussion paper on Thinking Skills	TRW/JTM/MAH	Sept/89	Sept/90	Sept/91

PROGRAM

ACTION		RESPONSIBILITY	TIMELINES		
3.7 Visual Arts			1989-90	1990-91	1991-92
3.7.1	Implement the Program Planning Resource Packages, grades 7 and 8	DSD/CEA	Sept/89		
3.7.2	Conduct the first annual Art Exhibition of student art at the London Public Art Gallery	DSD/CEA	Sept/89		
3.7.3	Investigate the use of computer technology within existing visual arts programs	DSD/CEA	Sept/89		

The Middlesex County
Board of Education

Business

Plan

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BUSINESS

ACTION	RESPONSIBILITY	TIMELINES		
		1989-90	1990-91	1991-92
1.1 Review Assignments and Responsibilities of the Business Staff				
1.1.1 Review present position descriptions	WNA	Oct/89		
1.1.2 Compare with other Boards	WNA	Nov/89		
1.1.3 Prepare report with recommendations	WNA		Jan/90	
1.1.4 Request Board approval	EXCO/BD		Feb/90	
1.1.5 Implement	WNA		Apr/90	
1.1.6 Review	EXCO		Oct/90	Oct/91
1.2 Establish Guidelines for the Flow of Data between Personnel and Operations and Business Departments				
1.2.1 Convene meetings	WNA	Sept/89		
1.2.2 Review input	WNA	Oct/89		
1.2.3 Establish guidelines	WNA/JDG	Oct/89		
1.2.4 Review and revise as needed	WNA/JDG		Sept/90	Sept/91
1.3 Streamline the Budget Process and Improve Communications with Principals				
1.3.1 Review present process	WNA	Oct/89		
1.3.2 Draft revisions	WNA	Nov/89		
1.3.3 Review process and communicate with Principals Advisory Group	PAG	Nov/89		
1.3.4 Review with Executive Council	EXCO	Nov/89		
1.3.5 Implement and monitor	WNA	Dec/89		
1.3.6 Review and revise as necessary	EXCO		Oct/90	Oct/91
1.4 Investigate "Cost Centered Accounting" in Preparation for Update of Financial Computer Programs				
1.4.1 Review other systems	WNA/LAT	Oct/89		
1.4.2 Determine Board needs	WNA/LAT	Oct/89		
1.4.3 Review software available	WNA/LAT	Nov/89		
1.4.4 Prepare report and recommendations	WNA/LAT		Jan/90	
1.4.5 Request Board approval	EXCO/BD		Feb/90	
1.4.6 Implement	WNA		Apr/90	
1.4.7 Review	EXCO		Oct/90	Oct/91

ACTION	RESPONSIBILITY	TIMELINES		
		1989-90	1990-91	1991-92
1.5 Develop an Employee Evaluation Process for Business Managers That Will Provide Direction for Continued Personal Growth				
1.5.1 Review available data	WNA		Nov/90	
1.5.2 Develop plan or process	WNA		Dec/90	
1.5.3 Prepare recommendations	WNA		Dec/90	
1.5.4 Review with Director	WNA/EDA			Jan/91
1.5.5 Implement	WNA			Jun/92
1.5.6 Review	WNA			Jun/92
1.6 Plant Operations				
1.6.1 a) Improve method of handling Loss and Damage reports and insurance claims	JMD	Sept/89		
b) Review	JMD		Jun/90	
1.6.2 Develop position regarding occupancy loading of general purpose rooms	JMD	Oct/89		
1.6.3 Develop rationale for Maintenance Staffing Complement to determine appropriate level	JMD/WKG	Nov/89	Nov/90	
1.6.4 a) Develop position for handling PCB and other hazardous wastes	JMD	Dec/89		
b) Monitor hazardous wastes and correct as needed	JMD		As needed	As needed
1.6.5 Redesign storage for drawings and specifications for all buildings	JMD			Sept/91
1.7 Plant Maintenance				
1.7.1 Investigate replacement of Board truck	WKG/JMD		Apr/90	
1.7.2 a) Review storage needs	WKG/JMD		Apr/90	
b) Develop plans for relocating workshop and maintenance stores	JMD		Dec/90	
1.7.3 a) Review Preventative Maintenance methods including heating, ventilating and air conditioning	WKG			Feb/91
b) Develop a plan for improving preventative maintenance methods	JMD/WKG			Jun/91
1.8 Custodial				
1.8.1 Re-examine the staff complement and make recommendations	JMD/JIG		Nov/90	
1.8.2 Review custodial procedures and make recommendations	JMD/JIG			Nov/91
1.8.3 Complete Custodial Manual	JIG		Spring/90	
1.8.4 Reorganize central warehouse for shipping and receiving	JIG	Fall/89		
1.8.5 Expand training program for new custodial staff	JIG			Spring/91
1.8.6 Develop data base for staff evaluation	JIG			Summer/92

BUSINESS

ACTION	RESPONSIBILITY	TIMELINES		
1.9 Occupational Health and Safety		1989-90	1990-91	1991-92
1.9.1 Establish a Central Joint Committee	JIG	Fall/89		
1.9.2 Investigate need for Occupational Health and Safety Officer	JIG/JMD	Fall/89		
1.9.3 WHMIS training of employees	JIG		Feb/90	
1.9.4 Update training for employees	JIG			Jun/92
1.9.5 Monitor School Occupational Health and Safety Programs	JIG		Jun/90	
1.9.6 Develop monitoring system for Occupational Health and Safety	JIG			Sept/91
1.9.7 Develop and implement Emergency Preparedness Plan for each school	JIG			Jun/91
2.0 Construction				
2.0.1 Complete school accommodation feasibility studies	JMD/JDG Architect	Oct/89	Oct/90	Oct/91
2.0.2 Southdale Project: a) Complete plans, and approvals and begin construction b) Complete construction of addition and open new wing	JMD/Ministry/ Architect	Oct/89	Aug/90	
2.0.3 Delaware Project: a) Complete sketch plans and apply to Ministry for Stages 1 and 2 b) Complete plans, approvals and begin construction c) Complete construction of addition open new wing	JMD/Ministry/ Architect	Dec/89	July/90	Aug/91
2.1 Purchasing				
2.1.1 Re-examine the staff organization and make recommendations	JMD/MMK		Nov/90	
2.1.2 Update Purchasing Manual and distribute to schools	JMD	Dec/89		
2.1.3 Update Purchasing Policies	JMD		Jan/90	
2.1.4 Monitor Purchasing procedures and make recommendations	JMD/MMK			Nov/91
2.2 Computer Services				
2.2.1 Continue to develop an integrated computer system	WNA/TRW/WKS/DSD	Sept/89	Sept/90	Sept/91
2.2.2 Investigate potential software enhancements	JMD	Dec/89		
2.2.3 Develop method of upgrading software	JMD	Dec/89		
2.2.4 Monitor development of enhancements to software	JMD		Dec/90	Dec/91

ACTION	RESPONSIBILITY	TIMELINES		
2.3 Transportation		1989-90	1990-91	1991-92
2.3.1 Study feasibility of using more double runs	WKG		Aug/90	Aug/91
2.3.2 Review the impact Junior Kindergarten, French Immersion and Special Education have on cost of transportation	WKG	Nov/89		
2.3.3 a) Establish feasibility of computerizing bus routing	WKG/WNA			Jan/91/92
b) Implement changes if needed	WKG			Aug/91/92
2.3.4 Eliminate Board owned buses	WKG		Apr/90	
2.3.5 a) Review method of negotiating contract with School Bus Operators	WKG/WNA		May/90	
b) Negotiate contract with Bus operators	WKG/WNA			May/91
2.4 Accounting				
2.4.1 Refine Year End Audit				
a) Develop LOTUS worksheets to automate year end working papers	LAT	Nov/89		
b) Review with Board Auditor	LAT	Dec/89		
c) Implement	LAT		Jan/90	
d) Review	LAT		Oct/90	Sept/91
2.4.2 Refine Reporting For Fee Paying Students			Aug/90	
a) Review systems available to facilitate the identification and reporting of open access, non-resident and "grandfathered" students	LAT/GAB	Oct/89		
b) Prepare reports and recommendations	LAT/GAB		July/90 Jan/90	
c) Review for implementation	LAT/WNA/JDG/GAB		Jan/90	Aug/91
d) Implement	LAT/GAB		Feb/90	
e) Review			Oct/90	Oct/91
2.4.3 Review Internal Control Procedures				
a) Review areas in need of additional control and audit	LAT	Sept/89		
b) Prepare report and recommendations to be reviewed with Superintendent of Business	LAT	Dec/89		
c) Review recommendations with Board Auditor	LAT		Jan/90	
d) Implement changes	LAT		Apr/90	
e) Review	LAT/D&M		Oct/90	Aug/91
2.4.4 Develop School Liaison Service				
a) Begin a series of school visits to review their needs related to Budget Control and school funds	LAT	Oct/89		
b) Review present systems used for recording school fund transactions	LAT	Oct/89		
c) Prepare report and recommendations for standardizing all school fund reporting	LAT	Dec/89		
d) Develop and in-service LOTUS spreadsheet to facilitate Budget Control at school level	LAT		Jan/90	
e) Review	LAT		Oct/90	Oct/91

ACTION	RESPONSIBILITY	TIMELINES		
2.4 Accounting (Cont'd)		1989-90	1990-91	1991-92
2.4.5 Complete the review of Workers' Compensation Board process				
a) Attend seminars and workshops to enhance knowledge of the changes to legislation	LAT	Dec/89		
b) Review the current changes to The Workers' Compensation Act and the impact of these changes on The Board	LAT		Apr/90	
c) Compare other Boards	LAT		May/90	
d) Develop a data base system for workers' compensation claims to meet our needs as determined above	LAT		Jun/90	
e) Submit report to Superintendent of Business	LAT		Sept/90	
f) Review	LAT		May/91	Dec/91
2.4.6 Computerize Cash Flow Projections				
a) Develop projected cash flow spreadsheet for investment and borrowing purposes	LAT		Apr/90	
b) Implement	LAT		Aug/90	
c) Review	LAT			Apr/91

The Middlesex County
Board of Education

Personnel & Operations

Plan

"Today's child, tomorrow's future"

PERSONNEL AND OPERATIONS

ACTION	RESPONSIBILITY	TIMELINES		
		1989-90	1990-91	1991-92
1.1 Review and revise where appropriate the geographic boundaries for all elementary and secondary schools				
1.1.1 Establish priorities as to order in which schools or areas should be reviewed	JDG	Oct/89	Oct/90	Oct/91
1.1.2 Determine physical requirements relative to program initiatives	TRW/JDG			
1.1.3 Determine potential residential developments	P & O Staff			
1.1.4 Monitor annexation activity	P & O Staff			
1.1.5 Maintain data related to current enrolment patterns and projections	P & O Staff	Nov/89	Nov/90	Nov/91
1.1.6 Present information to the Board for decision	JDG	Apr/90	Apr/91	Apr/92
1.2 Review Staff Recruitment Strategies with a view to maintaining the necessary staff complement during a pending teacher shortage				
1.2.1 Identify any specialty needs	EXCO	Nov/89	Nov/90	Nov/91
1.2.2 Escalate liaison with Faculties of Education	JDG	Fall/89	Aug/90	
1.2.3 Identify recruitment teams	EXCO	Fall/89		
1.2.4 Revise timelines as required	JDG			
1.2.5 Continue staff development programs	TRW/JDG		July/90	
1.2.6 Monitor compensation and working conditions	P & O Staff			Aug/91
1.3 Study the conversion of existing personnel files, hard copy folders, to computer storage				
1.3.1 Purge existing files	P & O Staff		Summer/90	
1.3.2 Review format and content of individual files	P & O Staff			
1.3.3 Determine feasibility of proposed conversion	JDG			
1.3.4 Establish procedures and timelines	JDG			
1.4 Study the feasibility of developing a totally in-house payroll system				
1.4.1 Review existing practices and procedures	P & & Staff	Dec/89		
1.4.2 Evaluate capacity and compatibility of existing technology	P & O and Computer Staff		June/90	
1.4.3 Assess the economic implications	JDG/WNA		Dec/90	
1.4.4 Develop implementation strategies and timelines	EXCO/BD		Dec/90	

ACTION	RESPONSIBILITY	TIMELINES		
		1989-90	1990-91	1991-92
1.5 Review and revise where appropriate the existing recruitment and selection procedures				
1.5.1 Gather relevant data from Board Policies and Collective Agreement	P & O Staff	Nov/89		
1.5.2 Solicit input from employee groups	JDG		Jan/90	
1.5.3 Review existing strategies	EXCO/CTE		Mar/90	
1.5.4 Prepare revisions for adoption	P & O CTE		Jun/90	
1.5.5 Establish ongoing review procedures and timelines	P & O CTE		Oct/90	

KEY TO PERSONNEL

AUS	Al Segal, School Psychologist
BAM	Barbara Moscovich, French Consultant
BD	Board Trustees
CEA	Chris Anger, Art Consultant
CTE	Board Committee
DSD	Don Dool, Superintendent of Schools
EMC	Eileen Campbell, Junior Consultant
EDA	E.D. Anderson, Director of Education
EXCO	Executive Council
FDC	Frank Colman, Board Psychologist
GAB	George Bullas, Administrative Assistant
JPB	John Barron, Music Consultant
JDG	John Gowing, Superintendent of Personnel & Operations
JGM	Jim McCallum, Intermediate/Senior Consultant
JIG	Jackie Galajda, Supervisor of Custodial Services and Coordinator for Occupational Health and Safety
JMD	Jim DeZorzi, Assistant to the Superintendent of Business
JTM	John Mackey, Superintendent of Schools
KAB	Karen Bumstead, Consultant - Physical & Health Education and Special Programs
WKG	Keith Grigg, Supervisor of Transportation & Plant Maintenance
LAT	Lori Trumper, Chief Accountant
LGT	Larry Traxler, Consultant Continuing Education & Driver Education
LRS	Leba Silvert, Executive Officer-Special Education & Student Services
MAH	Ann Hutchinson, Thinking Skills Coordinator
MEC	Murray Copeland, Consultant Media Services
MMK	Marilyn Kelner, Purchasing Agent
NMC	Nancy Claus, Primary Consultant
PAG	Principals' Advisory Group
SO's	Supervisory Officers
STAFF	Education Centre Staff
TRW	Tom Williamson, Superintendent of Academic Affairs
WKS	Bill Schreiter, Microcomputer Consultant